

Hiddenite Elementary School PBIS

PBIS HERO Team

- Started in 2008 with 4 team members
- Currently, 14 team members

HERO

- H Have Yourself Ready
- E Expect Order
- R Remain Safe
- O Outstanding Attitude

•	Egg.	Chesroom	Hallways / Sidewalks	Bathrooms	Bus/Car Line	Playground	Cafeteria
- 3 6 B B	Hirva Yournell Randy	Time Supplies Complete Analyments 'Gel planner algued	"Go directly to your destination "Keep up with your class	"Go in and call quickly "Lillize ballmoun breake	Kesp banklaga closed "Here your belonginga resely al your elop/car "De essily for your aliqu/car	"Remember to use designated area for costs and other belongings "Pick up any belongings belone learing	'Bring lanch brown lanch cente, and lanch money 'Pernendar condinients, afterware and repides
•	Exped	Thick of appropriate limes using an leader volce Trillow exhall directions "Keep area need and pick up treat	Keep volues off Welk licking breast Hearts and budyln check "Lise the quickest path to the place you are going	Thich Vac one to ten paper touchs Throw troch every in troch can "Remember one elludent per elbit et e three Kesp wiczes off	*Use whisper volces on bus *Volces of oil car riders *Usely being breard *Keep hands, bel and objects to yourself	"More arbiyin mulch area "Siky in conect play areas "Walkhun lapa on linck	"Be allest for itsal- ten minutes "Clean area alles" esting "Trace Purward "Talk to people at your labbe only using your inside witer
- 0 5 0 5	R	"Keep hunde, ted and objects to yourself "Keep all 4 chair legs on the foor "Use materials appropriately	"Stry to the right side of the hallways & statemation "Walk in a strigle the time "Keep hunda, test and objects to yourself	Wash with scep and dry hands "Keep hands and ted to yourself"Lise tolled cornolly	"Sleyin your conigred continues of all firms "Follow extell "Keep of Heme in knowing booking	Keep hands and teel to younself 'Follow knother directions 'Use equipment appropriately and acity	Trollow catalests lartic politerns Keep herode, leel and objects to yourself Keep your tollion on like seed, and er over the toble
*	Outstanding	"the Politic "the an active indices and participate "Address alial" and peers with respect "to your best	"Smile 1-laid like door for people behind you	"Keep walls and doors clean "Prepage realmont for the need student "Give privacy to offers	"Be kind to other dudents along with you	T-town your Henda and respect their apace 'Include everyone and encourage others	Remember to their your catalete staf "Use good manner



School-wide Acknowledgement Systems

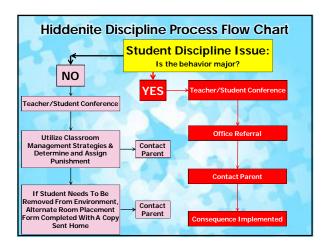
- Hero Bucks change to Class HERO Cards
- Tickets changed to Individual HERO Cards
- Wrist Bands: Used by enhancement teachers
- Success Celebrations
- Positive Office Referrals

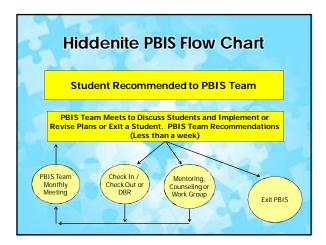
Class HERO Cards

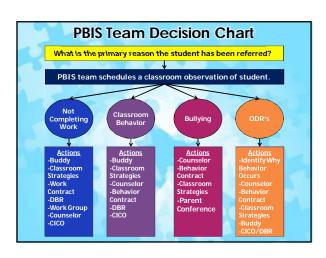


Individual HERO Cards	

Positive Office Referral	
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❖Google Form sent to Administration	
◆Example	
THE STATE OF THE S	
Discipline and PBIS	
Decision Making Process	
Decision Making 110003	







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	Hiddenite Elementary School PBIS Referral Form			
			Teather	
dent Name			Grade	
Yes or No			Retained: Yes	No Grade Retained:
hock the area (s) Problem Se	of concents	Academic		primary concern? (Please
Problem Se	rana	Academic		
			often, when	and where the behavior occurs)
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refunal to do you	*	writes	1	
diff. completing t	anks	studyskills		
tardy poor social skills		_ organization	1	
Differ	(opan)		1	
ecty)			1	
	-			
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neck the strateg	Hed Evin		Teaching	Teacher Actions Utilized
	Environmen	tor Exp	cled Behaviors	
noina rum	Teaching changed seal		eminden about	phone call to parents
Se	at anounce)			office referral
takeh	provide quiet	space when	problem behavior is	_ time-out
pannh	_ encourage we			_time-out in another
	breaks		ranagement program	dassroom
takeh moine				
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provious leacher seek poer	of activities _modified	beha pract	vior for whole class ced espected	_ time-pand loss of privileges
provious teacher seek poer help	of activities modified assignments	_ pract _ pract	vior for whole class cod expected viors in class	_ time-owed _ loss of privileges _ meeting with parents
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ehavior Observing: Imount of time observing: bservers Comments :		ed (tally marks):
Sehavior Observing: Amount of time observing: Observers Comments :		ed (tally marks):
havior Observing:		

Student:	la de la companya de	
Student:	Date:	
Explain: What is the problem/concern	?	
Reason: What is the student getting of	ut of it or avoiding through behavior?	
Appropriate: What does the student r	need to do instead?	
Support: How can we help the approp		
Support: How can we neep the approp	nate benavior nappen more orten?	
Evaluate: How will we know it works?	,	

Week of:		
Inesday	Wednesday	
File	W-11-6	
Friday	weekly summary	
	Suesday Friday	

Level 2 PBIS Implementation

- **❖**Work Groups
- ❖Mentors/Buddies (Adult and Peer)
- Counseling
- ❖Check In/Check Out
- ❖Work/Behavior Contracts

Check In/Check Out Qualifications

 Does a student have problems with multiple settings or throughout the day?

-If yes, CICO will be considered.

-If no, consider looking at strategies in that environment or with that staff member.

Have multiple classroom strategies been used for more than a period of 2 weeks for each strategy?

-If yes, CICO will be considered.

-If no, implement one or two more classroom strategies before revaluating.

Has the student received sufficient positive reinforcement?

-If yes, CICO will be considered.

-If no, increase the number of reinforcements and revaluate.

Check In/Check Out Qualifications

 Have the class and school expectations been taught adequately?

-If yes, CICO will be considered.

-If no, teach expectations and revaluate (more common with new students to the school).

Does the student show aggressive or violent behaviors?

-If yes, consider other strategies like counseling, increased positive reinforcement, and environments or situations that trigger the behavior.

Does the student have more than 2 ODR's?

-If yes,:

1. Did the ODR's occur close together?

2. Is there a history of multiple ODR's in previous years?

3. Has the student previously been referred to the PBIS toam?

**If the answer is yes to any of these questions, CICO will be considered.

Exiting CICO

- Students that show weekly achievements of 80% or higher consistently for 8 weeks will begin the exit process form CICO.
- The exit process has 4 steps that last for 8 weeks.

Exiting Steps

Students will self-monitor their behavior and/or work using the CICO sheet. Students will still check in/check out every Wednesday and Friday with their assigned adult. Weekly rewards will consist of a ticket for achieving their weekly goal. This will continue for 2 weeks.

2. After 2 weeks, the classroom teacher will guide the student to self-monitor behavior using the CICO sheet and the teacher will reward the student in class weekly for achieving their goal. The teacher will turn in the CICO sheet to the adult assigned to the student. At this point, it is important for the teacher to continuously remind the student of expectations for everyone in the class. This will continue for 2 weeks.

Exiting CICO Continued

- 3. After 2 weeks, the student will self-monitor their own CICO sheet with the classroom teacher checking it at the end of each day. The teacher will continue to remind the student of expectations for the whole class. This will help the student transition out of CICO. At this points, the student is to be rewarded by the teacher just like the rest of the class. This will continue for 2 weeks.
- 4. After 2 weeks, the student will have a trial period of 2 weeks with no CICO sheet, regular classroom expectations and regular classroom strategies. The classroom teacher will keep a weekly summary sheet (provided by the PBIS team) for 2 weeks to keep track of the students work and behavior that will be returned to the staff member assigned to this student. This will continue for 2 weeks.

Exiting CICO Continued

- If students struggle to come out of CICO, the following strategies can be used:

 1. Problems at Step 1:

 -Counselor
 -Increase positive acknowledgement
 -Adult/peer mentor (depends on grade level)

 2. Problems at Step 4:

 - 2. Problems at Step 2:
 -Return to step 1

 - -Counselor
 -Adult/peer mentor (depends on grade level)

 - -Adult/peer mentor (depends on grade level)
 -Increase positive acknowledgement

 3. Problems at Step 3:
 -Return to Step 2
 -Counselor
 -Increase classroom rewards for student
 -Increase positive acknowledgement
 -Adult/peer mentor (depends on grade level)

 4. Problems at Step 4:
 -Return to Step 3
 -Counselor
 -Counselor
- Counselor
 Increase positive acknowledgement
 -Adult/peer mentor (depends on grade level)

 If a student has problems at any of the steps, an extra 2 weeks will be required before moving to the next step. If a student shows problems once out of CICO, the student will see the counselor, and the PBIS team will make a decision based on the recommendation of the counselor.

CICO Weekly Rewards

- All reasonable student choices for weekly rewards are considered.
- List of most popular weekly rewards:
 - -30 minutes in computer lab
 - -30 minutes extra gym time
 - -Eat lunch in a booth with friends
 - -Eat lunch with a staff member
 - -Choose a prize out of prize chest
 - -Office helper
 - -Custodial helper
 - -Time in counselors room
 - -Be a classroom buddy

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Hiddenite "Reflection Sheet"
Student: Date: What did 1do?
Dittal min did i bronk?
Gife all was difected when tareke this rade? What should have done?
What should happen har more 1 broke this rule?
The "Think Sheet" is used by teachers and administration to
help students think about inappropriate behaviors and alternate actions to prevent this behavior from occurring again.